

St Peter's Catholic Primary School

Inspection report

Unique Reference Number	100175
Local Authority	Greenwich
Inspection number	376362
Inspection dates	29–30 September 2011
Reporting inspector	Glynis Bradley-Peat

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Angela Wright
Headteacher	Mary O'Regan
Date of previous school inspection	28–29 April 2009
School address	Crescent Road Woolwich London SE18 7BN
Telephone number	020 8265 0028
Fax number	020 8244 9670
Email address	saol@stpeters.greenwich.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, observed eight teachers and held meetings with the headteacher, senior leadership team, teaching staff, members of the governing body and pupils. They observed the school's work and looked at pupils' books. The inspectors checked documents, including the school improvement plan, systems for tracking pupils' progress, safeguarding documentation and school policies. They also analysed information from 41 questionnaires from parents and carers, in addition to those received from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the improving trend of results and progress has been sustained into 2011.
- Whether teachers use regular assessment during lessons to reshape tasks and respond to all pupils' needs.
- The key strategies that leaders employ which have led to higher results and accelerated progress.
- What senior leaders have put in place to ensure better subject leadership.

Information about the school

This is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is higher than average and increasing year on year. The proportion of pupils from minority ethnic groups and who speak English as an additional language is well above average. The proportion of pupils with special educational needs and/or disabilities is above average. The needs of these pupils are mostly related to speech, language and communication needs. The school has a number of awards, including Healthy Schools status and Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

St Peter's is a good school. A few areas of its work are outstanding. During their time in school, pupils are nurtured, cared for, guided and supported exceptionally well. As a result, by the time they leave the school, they are confident young people who embrace one another's views and differences. They are sensitive and thoughtful; their good behaviour has a positive impact on their learning. Excellent engagement with parents and carers ensures highly positive working relationships with the school. Parents and carers praise the variety of meetings and workshops which enhance their children's life-chances. They feel that they are kept abreast of the progress and development of their children. In the words of one, 'The school has strong leadership. There is great community spirit. The school keeps parents informed of development and progress in a timely manner.' Pupils' spiritual, moral, social and cultural development is excellent. They demonstrate high levels of understanding for others' feelings and beliefs, and go out of their way to support and encourage each other. For example, in one outstanding lesson, pupils broke into spontaneous applause following a girl's sensitive rendition of her writing about being an evacuee.

Outstanding leadership and management have ensured that all pupils achieve well through an expert mix of support and challenge. The pace of improvement is striking. The headteacher and her able deputy headteacher drive through improvements which are focused on raising achievement rigorously. Excellent self-evaluation has ensured that areas of weakness are pinpointed and tackled thoroughly. Senior leaders are well respected and their work is appreciated. Staff questionnaires show that all staff think that the school is led and managed well. All areas for improvement indicated at the time of the previous inspection have been remedied. Subject leaders monitor the work in their areas of responsibility meticulously and attainment has risen considerably year on year and is now significantly above average. Pupils do particularly well in mathematics and English. Progress is often good and sometimes better. The school has an outstanding capacity for further improvement.

Children's achievement while in the Early Years Foundation Stage is excellent because leaders know exactly where each child's strengths and relative weaknesses are. The teacher then provides appropriate activities to develop each child's skills individually. This is enhanced particularly well by the high-quality work of the teaching assistants. Children respond enthusiastically to these activities and show great delight in their learning. Pupils in all years enjoy coming to school and they attend well. They are clear that they feel safe in school. Group and paired working

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contribute well towards pupils' personal development. They learn to work as a team, preparing them very well for the next stage of their education. Teaching is consistently good, with teachers providing stimulating and relevant material that engages pupils' interest and increases their motivation. Although this is a regular feature in mathematics and English lessons, in some other subjects, such as history, teachers spend too long talking and a narrow range of tasks and activities dampens pupils' enthusiasm.

What does the school need to do to improve further?

- Improve the remaining satisfactory teaching to good and the good to outstanding by ensuring that:
 - teachers plan for a wider variety of tasks and activities across the whole curriculum
 - the often exemplary practice observed in English and mathematics is transferred to other subjects.

Outcomes for individuals and groups of pupils

2

Achievement is good in Key Stages 1 and 2. Children enter Reception with below average skills but leave Year 6 with results in national tests that are significantly above average. Progress is good. Achievement is particularly strong in mathematics where pupils respond positively to high levels of challenge and rapid pace. Pupils learn a great deal because they assume much responsibility for their own learning. Enjoyment is clearly evident when listening to their discussions and watching their independent work. The high standard of pupils' writing is notable. In a good Year 2 lesson, they took great pride in showing the inspector their instructional writing about how to make a jam sandwich. It was clear that they had exceeded their objective for the lesson. Pupils with special educational needs and/or disabilities also achieve well. Those speaking English as an additional language are able to participate fully in lessons because they are well supported.

Pupils make a significant contribution to their school and wider communities, through their work on the school council and the many other buddying roles they undertake. Older pupils look after the younger ones, for example, and many pupils participate in voluntary work within the local area. They have a good awareness of the importance of maintaining a healthy lifestyle, recognised through a national award.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Pupils' attainment ¹	2
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The good subject knowledge of teachers shines through in well-prepared and presented lessons where enthusiasm and passion for the subject is clear. Pupils are provided with opportunities to ask the teacher their own questions and they are not shy to do so. Where teaching is good and better, which is typical in English and mathematics, pupils are encouraged to develop their thinking skills and to work at a fast pace through a variety of short, sharply focused tasks. In a good mathematics lesson in Year 5, pupils sharpened their mental arithmetic skills at great speed through games, questions and paired work. Not only did they make good progress in their learning, but they gained in confidence and developed their independence. In a small minority of lessons, for example in history, teachers lead learning for too long and provide work which is tedious; this hinders both enjoyment and progress. Teachers regularly make good use of assessment to gauge progress and check how well pupils are doing before effective action is taken to prevent underachievement. There is a successful focus on speaking and listening for those speaking English as an additional language leading to good progress.

Pupils' academic and personal development is supported well by the good curriculum. Writing has improved at a remarkable rate through the links made with drama and books. Visiting authors and drama specialists have enhanced learning in these areas extremely well. However, the school realises there is more to be done to ensure more creativity in subjects other than English and mathematics. Creative and sporting skills are supplemented well through an effective range of partnerships; for example, the local secondary school supports the teaching of physical education. Pupils enjoy the extra-curricular clubs provided, such as in dance and football. The annual residential visit enables Year 6 pupils to participate in a range of exciting and challenging activities.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Pupils are extremely well cared for in school. Transition arrangements are well organised, both within the school and when pupils transfer to secondary school. This ensures no learning time is wasted when pupils move from one year to the next. Pupils with special educational needs and/or disabilities have very precise individual learning plans which are reviewed regularly and help to ensure they make at least good progress. Every child matters in St Peter's and not one is left behind. Attendance systems are rigorous and have improved rates of attendance year on year.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The highly talented headteacher and her senior team have had an unremitting focus on ensuring that all pupils achieve their potential. Her passion for excellence is clear. Leaders and managers at all levels have a firm grip on what needs to be done to raise attainment to high levels. Already it is clear from the reliable tracking data that the current pupils in Year 6 are on track to exceed their challenging targets. When an area of relative underperformance is spotted, leaders are quick to intervene. The governing body is an integral part of school leadership and management, and governors involve themselves enthusiastically in all the school does. They are actively involved in monitoring the school's work and in setting future priorities. Although some members are new to their roles, they have made a good start and understand what is required to be an effective member of the governing body. There has been a sustained focus on the development of subject leadership since the time of the last inspection; it has improved substantially. Leaders monitor their areas of responsibility very well and the impact of their work can be seen particularly in English and mathematics in accelerated progress and higher attainment.

Safeguarding policies and procedures are good and are monitored robustly. All staff place safeguarding high on their list of priorities. In addition, the school promotes equality of opportunity well. Any pupil in danger of underachieving is identified and action taken to tackle any issues. Good procedures are in place to combat racist incidents, but these rarely occur. Community cohesion is promoted well. Many varied links with the local community have been developed, which benefit both the school and the local area. This ensures a very strong feeling of belonging within the locality. Good partnerships with other local schools and community organisations, and a good link with a school in Ghana, also contribute well to pupils' personal development.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When children start in Reception, their skills are below those typical of most five-year-olds, particularly in physical development. Despite arriving in the school from a large number of different settings, they settle down quickly into new routines and clearly enjoy school. This is because of the outstanding work done to ensure relationships between home and school are well developed. A caring, rich and vibrant learning environment ensures children begin to make progress immediately and develop good attitudes to learning. In recent years, children's level of skills by the time they start Year 1 has been on an upward trend, with a higher than average proportion of children often working at or exceeding the level expected nationally in 2011 across all areas of learning. Children's outstanding progress reflects outstanding leadership and management.

Children's behaviour is exemplary and they play together confidently and with maturity. Their concentration is well developed because the teacher and teaching assistants facilitate independent working. Children choose to work on a wide variety of learning opportunities as well as participating in more formal sessions which link sounds and letters. Teachers record what children are learning thoroughly, and as strengths are built on systematically, this contributes well to their excellent progress. Staff diligently ensure that children learn in a safe and secure environment. The Early Years Foundation Stage provides an excellent balance of opportunities for children to learn, both independently and under the direct guidance of adults. Many activities rightly focus on developing their speech and language skills. The Early Years Foundation Stage team are passionate and enthusiastic, and constantly strive to make every child's learning a focused and positive experience.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Approximately a fifth of the parents and carers returned the questionnaires, a lower proportion than is typical for a primary school, but all of these were extremely positive about the school. There was no disagreement with any of the statements. All think the school is led and managed well. Inspection evidence endorsed this view. Just over a quarter of parents and carers made additional comments. Some wrote about how much they appreciate the communication between them and the school about progress. Leadership and management were commented on as being very effective. Some spoke of the particularly caring and supportive ethos of the school. The inspection evidence would support these positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	85	4	10	0	0	0	0
The school keeps my child safe	37	90	4	10	0	0	0	0
The school informs me about my child's progress	34	83	7	17	0	0	0	0
My child is making enough progress at this school	29	71	12	29	0	0	0	0
The teaching is good at this school	32	78	8	20	0	0	0	0
The school helps me to support my child's learning	29	71	10	24	0	0	0	0
The school helps my child to have a healthy lifestyle	26	63	14	34	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	68	10	24	0	0	0	0
The school meets my child's particular needs	30	73	11	27	0	0	0	0
The school deals effectively with unacceptable behaviour	30	73	10	24	0	0	0	0
The school takes account of my suggestions and concerns	25	61	15	37	0	0	0	0
The school is led and managed effectively	34	83	6	15	0	0	0	0
Overall, I am happy with my child's experience at this school	33	80	8	20	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 October 2011

Dear Pupils

Inspection of St Peter's Catholic Primary School, London SE18 7BN

Thank you very much for making us feel so welcome in your school when we inspected it recently. We were pleased to hear your opinions about the school. Together with your questionnaires, we were able to get a clear picture of what you think. You said that your school is good, and we agree. Here are some of the best things about the school.

- You work hard in class and make good progress.
- Your writing is really lovely, and it was a joy to hear and read some of your work.
- You have a good understanding of how to keep safe and healthy.
- You respect one another's opinions and respond sensitively to each other.
- The adults arrange a wide range of activities in English and mathematics to make learning fun.
- The headteacher and senior leaders do an excellent job in keeping you safe and ensuring you receive a good education.
- Children in the Reception class settle well in to school and make excellent progress because of the exciting activities they are given.
- Your school works very well with your parents and carers, and includes them in its work.

Even in a good school like yours, there are always things that need doing. There are a few things that could be even better. Your teachers often teach you extremely well in English and mathematics so we have asked them to make sure that they use their skills so that other subjects like history are made more interesting for you. We have asked that they do this by providing you with a wider variety of activities.

You can all play your part in helping your school become better by making sure you continue to work hard.

Yours sincerely

Glynis Bradley-Peat
Lead inspector

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